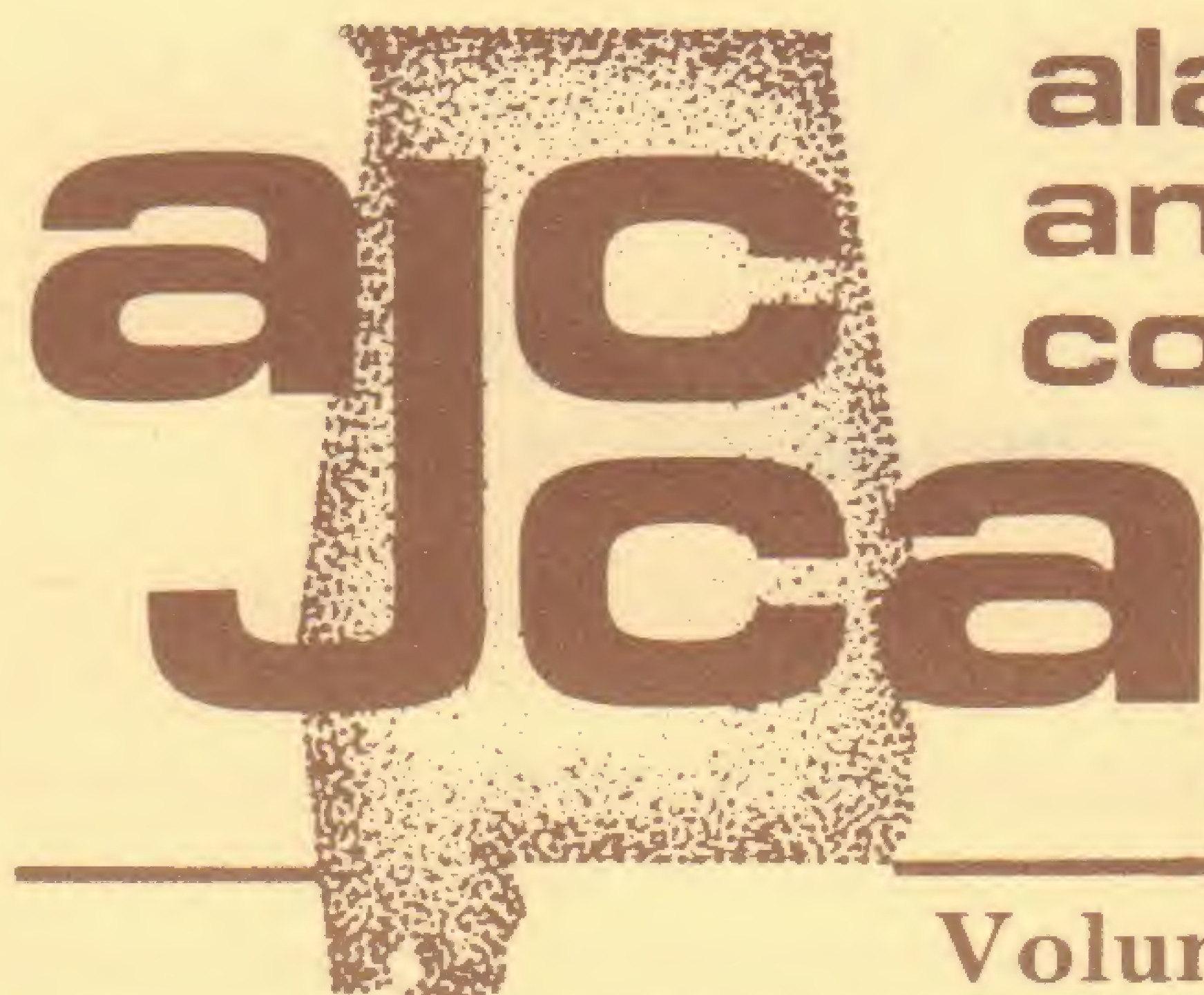


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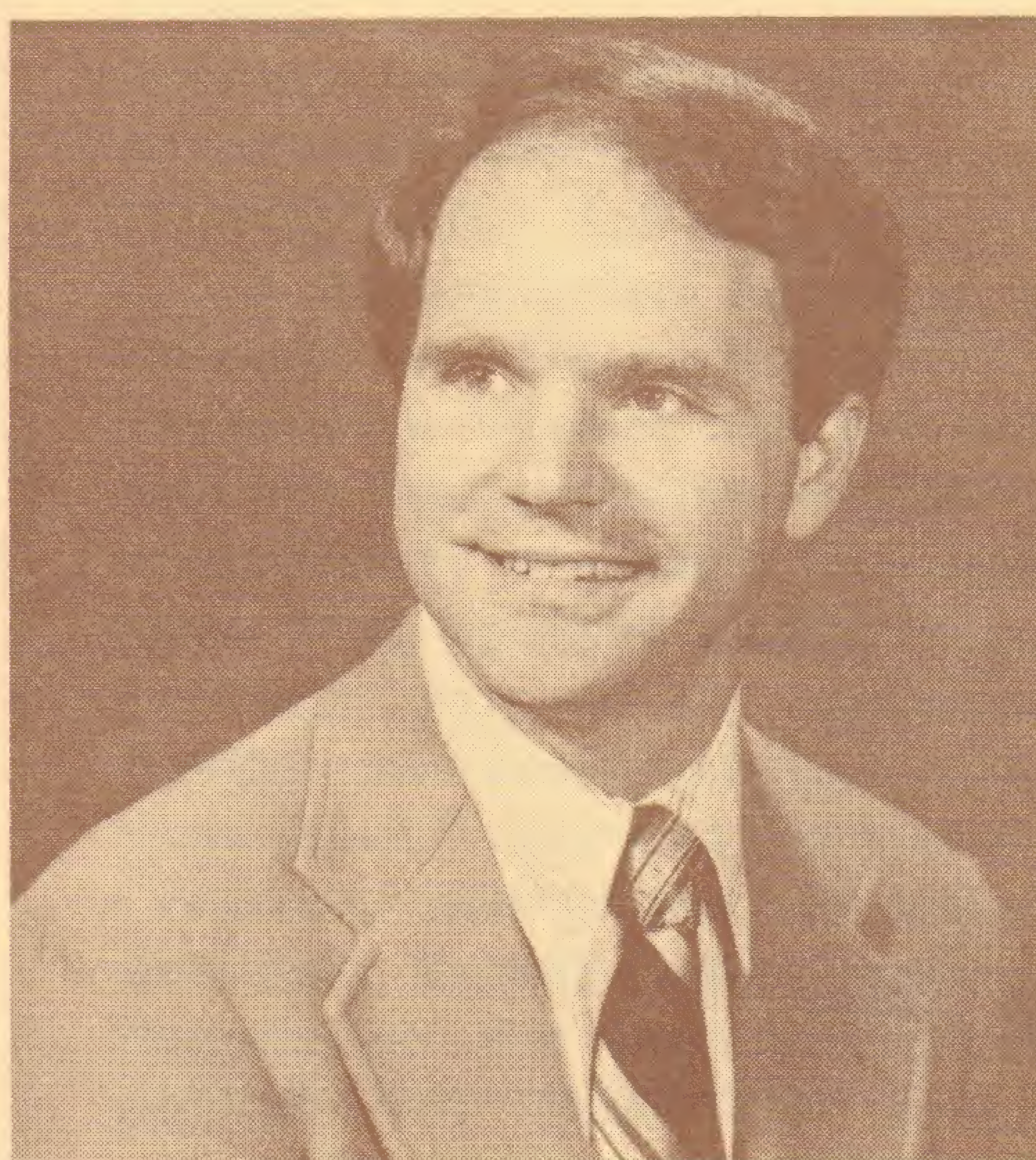
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September 1981

AJCCA CONVENTION REPORT Mobile '81



- Koltai Keynote Address Included
- Message from Marshall Smith, AJCCA PRESIDENT
- News from Alabama Campuses



DR. MARSHALL SMITH
AJCCA PRESIDENT
Dean of the College
John C. Calhoun State
Community College, Decatur, AL
PRESIDENT'S MESSAGE

As we begin a new academic year, it is my hope that you will keep AJCCA and our annual conference high among your priorities. AJCCA continues to be only as strong as the efforts of its membership make it, and each of you is important in the ongoing work of the association.

We will return to Birmingham on April 15-16 next spring for our annual conference. We will be located in two conference hotels: the Birmingham Hilton (formerly the Plaza Inn South) and the Medical Center Holiday Inn (formerly the Parliament House). These facilities are located within two blocks of one another on the southern side of downtown Birmingham and will represent a change of scenery for us. Although this fall will be a time of planning for the conference, some portions of the program have been decided upon. We will conduct a catered reception on the evening of April 15 from 5:00 p.m. until 7:00 p.m. Our honored guests at this reception will be members of the State Board of Education, Superintendent Teague, Assistant Superintendent Layton, and other individuals who contribute significantly to the life and work of the two-year system. I believe that this will give us an opportunity to meet and talk informally with those individuals who are important to us and yet allow us to achieve some needed savings in the overall costs of the convention by not having a formal banquet.

Our keynote speaker this year will be Dr. Harold Hodgkinson, President of the National Training Laboratories in Washington, D.C. Dr. Hodgkinson is nationally recognized for his expertise in the area of the current state of higher education and his ability to project future trends in philosophy, enrollments, and funding patterns. He has the ability to convey data in an interesting and meaningful way, and he often successfully weaves wry humor into his presentations. He is one of the finest speakers in our field I have ever heard.

There are several areas in which you can be of service to AJCCA this year, and I certainly encourage you to become involved in one or more of them. First, you might offer your services when requested by commission and interest group chairpersons. It takes many people working together to produce interesting and challenging programs at a conference such as ours. Secondly, you might be aware of news items of interest to your colleagues throughout the state and, consequently, convey those news items to your institution's contributing editor. Thirdly, you can support AJCCA by your presence and participation at the annual conference. We all recognize the fact that budgets have been tight and will probably continue to be so. However, our viability as a professional association is contingent upon the concern and active participation of all our membership. It is my desire to have as a conference theme this year the quality of our educational service to the people of the State of Alabama. Although I cannot yet provide you a slogan for this topic, I hope to be able to do so soon. One manifestation of academic quality would, I think, be the desire by individual members to improve professionally through attendance and participation.

I hope that each of you enters the fall quarter activities with enthusiasm and pride. If you have concerns or questions about the work of AJCCA, I hope that you will call me or write. I will do my best to address those questions or concerns which you might have.

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**Share local community/
junior/technical college
news items with your
campus editor.**

Convention News 1981

KEYNOTE ADDRESS DELIVERED BY CALIFORNIA CHANCELLOR DR. LESLIE KOLTAI

A highlight of the 1981 annual conference of the Alabama Junior and Community College Association was the keynote address of Dr. Leslie Koltai, Chancellor of the Los Angeles Community College District. Dr. Koltai, a native of Hungary, received his baccalaureate degree from the University of Budapest. He left Hungary during the 1956 revolution and journeyed to the western coast of the United States. He earned an M.A. and Ed.D. from UCLA and, in 1968, was named president of Metropolitan Junior College in Kansas City, Missouri. A year later he became chancellor of the Kansas City district, a title he held until joining the Los Angeles Community College District as chancellor in 1969. As chancellor of the LACCD, Dr. Koltai directs the national and international activities of the largest two-year college system in the world. For your information, portions of Dr. Koltai's address are included.



"Community Colleges in the 1980s"

It is a pleasure for me to be here to discuss the fascinating, troubling, confusing, inspiring--but never boring--future of this country's community colleges. I am reminded of an observation made not long ago by Clark Kerr, who wrote that "seldom has so great an American institution passed so quickly from its Golden Age to its Age of Survival." Patricia Cross, distinguished educator and currently guest lecturer at Harvard, recently theorized that community colleges now are resting on a plateau--between "two periods of high energy and a sense of institutional mission." She explains that "the old ideas that sparked enthusiasm and the sense of common purpose in community colleges have receded--and new ideals have not yet emerged to take their place." And, at the Carnegie Symposium on Creativity held at the Library of Congress a short time ago, Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, pointed out that "the nation's colleges and universities are no longer the creative institutions they could be. They are tired," he said, and are "living on the intellectual legacy of the past, preoccupied with process, . . . concerned with the politics and management of education."

Higher education could be said to be going through an identity crisis, and this crisis has been intensified by society's sense of frustration with education in general. We are becoming something of a scapegoat for all of society's problems. And we are being called upon to meet more and more social needs--needs that were never before considered to be part of our domain.

These are not easy times in which to be a community college administrator. Financial cutbacks, increased competition from four-year institutions, student consumerism, collective bargaining, and taxpayer restlessness have combined to create an educational environment that is without precedent.

In past decades, junior and community colleges were preoccupied with growth. Enrollments were continually increasing, we were expanding our facilities, and efforts were geared toward developing new programs and services. Personnel rosters were also growing, as we added new employees to meet the needs of our communities. Resources were readily available, and we were reasonably comfortable with our institutional objectives.

When community colleges were experiencing this period of fast, comparatively unrestrained growth, educational approaches reflected the values of that time. These values--particularly in the early and mid-1970s--were incorporated into our institutional strategies. They became part of mission statements and were reflected in curriculum.

But the advent of the 1980s has brought about the need to re-examine community colleges in light of the "new reality" in which we are now operating. We must examine the areas of curriculum, of equipment and facilities, of human and financial resources in order to deal with this new reality in a constructive manner.

First, I would outline some of the factors which we have come to believe constitute our reality. And then I would point out the ways in which that perception no longer holds true.

- * I think it's fair to assume that most of us believe our community colleges are two-year institutions.
- * We consider a major mission to be providing transfer education to a large segment of our student population.
- * We believe our mission is to offer comprehensive, well-rounded combinations of vocational and liberal arts tracts--just as we have done for years.
- * We think that winning college credit--and earning good grades--are the determining factors in a student's evaluation of his or her college education.
- * We are fairly sure we understand the factors motivating our students--and how those factors affect student performance.
- * We assume that the values community college faculty and administrators shared in the past are still the order of the day.

But let's take a look at reality--at the "new reality."

To start with, a smaller and smaller percentage of community college students are transferring to four-year institutions. In fact, Art Cohen of the University of California at Los Angeles recently reported that the trend is moving in the other direction, with more students transferring **from** universities to community colleges--a reversal of the traditional concept of transfer education!

And, while in the past our students were more likely to be male, full-timers, and enrolled in day classes, we already are seeing more females, part-timers, and evening students.

Let's also look at our assumption that our students see us as two-year institutions. In reality, nationwide statistics show that the average stay of a student in a community college is just six months. In fact, a longitudinal study conducted in California showed that only 41 percent of day students expect to be enrolled in our colleges from one to two years--while a mere 17 percent of the evening students intend to stay that long.

And, for students who **do** complete their A.A. degree, many plan to take far longer than the traditional two years to do so. Only 27 percent of the freshmen students surveyed in a California study said that they expect to complete their class requirements or meet their educational goals within two years.

In addition, studies also have shown that the traditional concept of evaluating education on the basis of grades is no longer relevant. In fact, only 54 percent of the vocational students--and 48 percent of the non-vocational enrollees--told researchers that credit was their reason for attending college. Educators must accept the fact that there are many reasons why students enroll in community college courses--and those reasons often have little or nothing to do with earning college credit.

While the traditional college-aged student still is taking the standard progression of courses, the older or non-traditional student often is taking a smorgasbord of offerings. Because there is a less predictable pattern to his/her choices, we are finding it more difficult to do long-range planning. For example, in the past, when we would enroll 500 freshmen in beginning Spanish, we could be fairly certain that we would have a large number of those students enrolling in Spanish 2 the next semester. The same held true for other programs of study. But such is no longer the case. Many students hop-scotch around programs and courses, selecting varied and seemingly unrelated offerings that meet their individual needs. Patterns will be less predictable.

We also are going to have to look at the fact that our student population is aging. These older, adult students are also the ones who tend to take only one class at a time. Such a trend places us in a distinct dilemma for if we cater to these older students, our resources will be geared to their needs. However, this new focus would erode out traditional role with the younger high school students who have always looked to us for educational opportunities. And we cannot neglect the educational and social needs of our youth.

In fact, the recent Carnegie Council's Report on Youth pointed out the need for community colleges to accept responsibility not only for recent high school graduates but also for those youths who drop out of high school. That report called upon community colleges to "take on a residual responsibility for youth" and to be available to all youths in the community in an educational and advisory capacity and in both academic and occupational areas of preparation.

What we are talking about, then, is the expansion of our clientele in both directions--encompassing the older students, as well as the high-school-age drop-outs. Our institutions stand ready and willing to accept this challenge, but where will we obtain the resources to meet this challenge?

As difficult as it is for us as educators to adjust to our new students, we must be aware that it is even more confusing for legislators who ultimately hold a great deal of control over our available financial resources. Many lawmakers do not take the part-time student as seriously as the more traditional college student. Legislators question whether public monies should be used to finance what they consider to be dilletantism.

Kenneth Mortimer, director of the Center for the Study of Higher Education, recently pointed out that there is a great deal of public concern about what many people feel is a waste of our educational resources--educating the "stop-out" students. He told a group of administrators at the recent conference of the American Association of Higher Education that "attrition" is no longer a valid term to describe the educational activities and patterns of non-traditional students upon our planning efforts and the long-range allocation of resources.

It also is valuable for educators to consider the sometimes more objective observations of third parties. The Brookings Institute has published a book entitled *SETTING NATIONAL PRIORITIES: AGENDA FOR THE 1980s* which includes a prediction that a difficult decade is ahead for community colleges despite the observations of many that two-year colleges will fare better than any other institutions of higher education during the 1980s. Authors warn that community colleges are likely to lose some full-time transfer students who will be recruited by four-year institutions. At the same time, community colleges may be losing adult, part-time students because we will be reaching saturation of demand or because taxpayers will be unwilling to subsidize such educational processes. Another danger cited in the book is the fact that taxpayers might not want to fund remedial courses at the community college level--that they will prefer, instead, to concentrate financial resources for basic education at the secondary level.

**Dr. Leslie Koltai's
address was Keynote
for Mobile '81
AJCCA Conference.
Koltai predicts changes
in role of community
colleges for the 80s.**

Because of these and other factors, the Brookings study warns that community colleges could become essentially technical institutions. The authors--David Breneman and Susan Nelson--say that, "comprehensive community college mission may be lost," adding that our institutions are unlikely to emerge from the decade ahead without some scars, the most serious of which could be loss of public support and confidence.

It is going to be up to us to develop the criteria to demonstrate clearly the success of our institutions in order to avoid such a fate. Four-year colleges and universities have a fairly tangible way in which to measure their successes--by the number of degrees they award. But the data show that a large number of community college students simply aren't interested in credits or degrees. How, then, will we be able to show our legislators just how well we are accomplishing our mission? Or will we allow ourselves to be forced to abandon nearly half of our students--the ones whose individual educational goals might not fit into legislative criteria of institutional accountability?

Community college educators are going to have to make it our business to communicate with legislators to show them how our clientele is changing and to demonstrate how our institutions are evolving to meet student needs.

It will also be incumbent upon us to develop varied educational delivery systems to respond to changing student needs, delivery systems that can best be determined locally by local administrators, faculty, and community members.

It is because community colleges are adept at institutional self-examination that we have established our well-earned reputation for flexibility, innovation, creativity, experimentation, and adaptability. In fact, in his book *VALUES, VISION, AND VITALITY*, Edmund Gleazer Jr. notes the following:

Anytime we can describe the community college in definitive, specific terms, we will destroy it. **It has to change.** It has to be different in different areas. You need to keep moving as a community college norm. We need to look at **people**, but we tend to look at the institutions. We should not try to push the river in a different direction.

As Victor Baldridge, senior research sociologist at the Higher Education Research Institute, recently observed, we improve the likelihood of dealing successfully with the future when we increase institutional flexibility--building options into our planning which allow for a number of possibilities.

He suggests developing **response capacities** instead of focusing on rigid master planning. He says we should be concentrating our efforts on the "two or three planning variables" over which we **do** have control rather than those "massive demographic and social changes which are quite beyond our control." Thus, we "build institutions that are flexible and dynamic--so that they can react adequately to a number of alternative futures." Because we cannot predict easily what lies ahead, we must develop the ability to meet whatever scenario confronts us.

As we direct our institutions toward a desired degree of flexibility, we will continue to establish the subtle, as well as the overt, priorities of our institutions. For whenever we focus attention on a specific area of activity, that activity rises to a higher priority in the eyes of the faculty and staff. For example, when we give high visibility to academic excellence, we do much to channel thought and activity in such a direction. When we establish grants for the arts, we are letting our people know that this area is one which is relevant and valuable to us and our students.

We must realize that there is a tremendous difference between priorities that are a formal part of the **articulated mission** of an institution and those which have become part of its spirit. As administrators, we must take those priorities which are crucial to institutional survival and then make them part of the spirit of our colleges.

Arthur Levin, Senior Fellow of the Carnegie Foundation, recently observed that community colleges are going through a period of what could be called "the Titanic Ethic": each of us is pessimistic about the situation in general, but we're optimistic about the future of our own individual colleges. It is my hope that through cooperative efforts, shared experiences, and conferences such as this one, community colleges across the country will be able to broaden that spirit of optimism and develop a **new ethic**--one in which individual successes become part of the foundation for collective progress.



The First Miss Alabama Junior and Community College Queen Named



Winners in the Miss AJCCA Queen contest at the Mobile Convention are, from left, Anna Louise Lee, Annetta Leah Sparks, Queen Amy Beth Jones, and Leisa Carmen Anderson.

Amy Beth Jones, a student at John C. Calhoun State Community College in Decatur, was named "Miss Alabama Junior and Community College Queen" at the recent convention held by the Alabama Association of Junior and Community Colleges in Mobile. Anna Louise Lee, a student at Gadsden State Junior College, was chosen as "Miss Congeniality." Annetta Leah Sparks, a student at Enterprise State Junior College, was first runner-up and Miss Leisa Carmen Anderson, a student at Chattahoochee Valley State Community College in Phoenix City, was selected second runner-up.

DEANS OF STUDENTS PRESIDENT SELECTED



Dr. James D. Krudop, left, and Tommy N. Johnson.

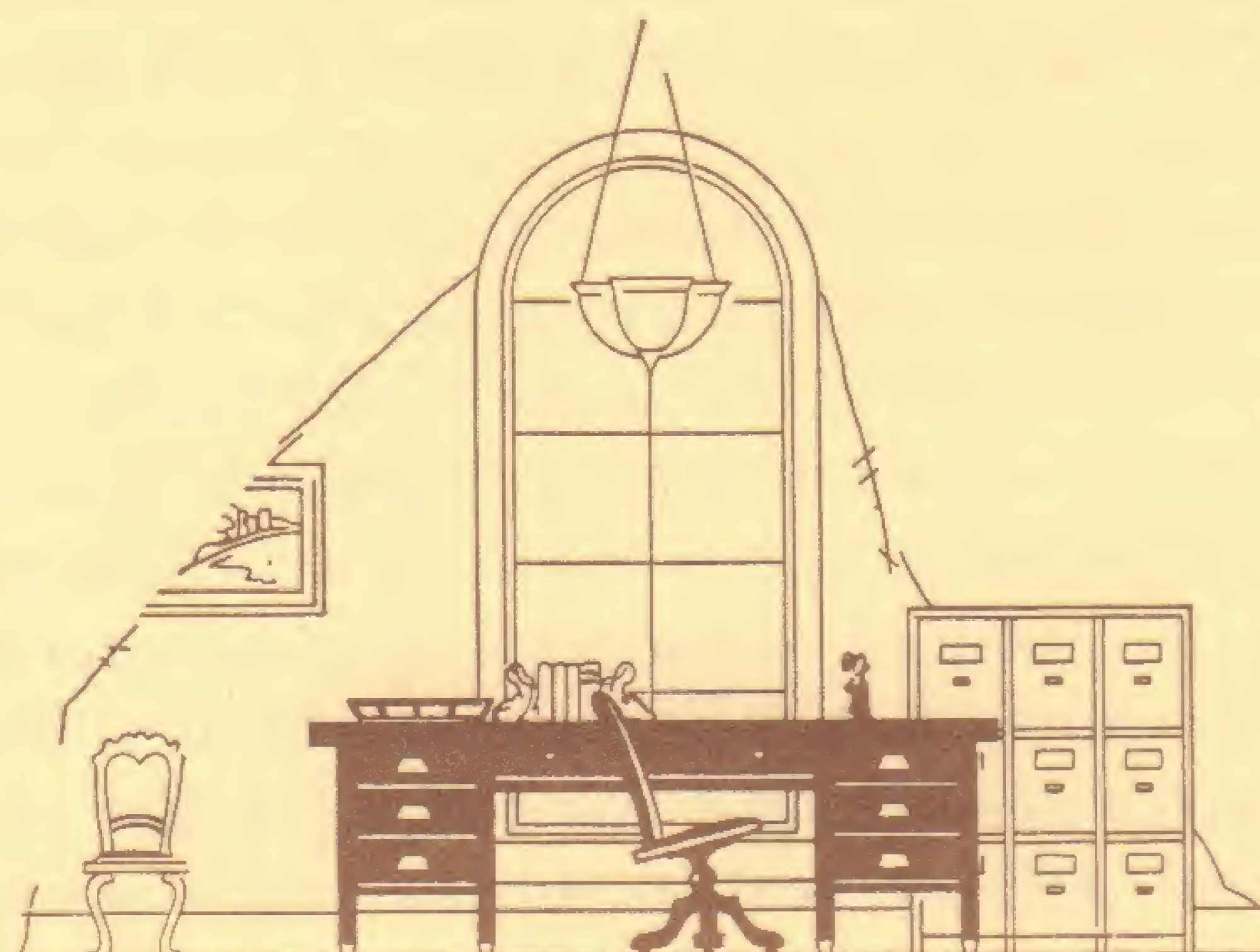
Dr. James D. Krudop, Dean of Student Affairs at Lurleen B. Wallace State Junior College, was elected president of the Alabama Association of Community and Junior College Deans of Students at the spring meeting held in conjunction with the Alabama Junior and Community College Association in Mobile recently. Tommy N. Johnson served the Association as immediate past president.

English Interest Group Notes

The English Interest Group of the 1981 Convention of the Alabama Junior and Community Colleges Association met April 17 at the Sheraton Hotel, Mobile, Alabama, with Chairperson Dr. Joyce V. Jolly, English instructor, Shelton State Junior College, presiding. Program presenters were Dr. Gary Olson, director of the Writing Center, University of Alabama, and Mr. Alexander Friedlander, Instructor, English Department, University of Alabama.

Dr. Olson presented information relating to the establishment and maintenance of a writing center in the junior or community college. Mr. Friedlander gave a description of the English as a Second Language Center which has been established for the benefit of international students.

In addition to hearing the program, the English Interest Group elected Maurice Gandy, Bishop State Junior College, as 1981-82 chairperson and Herb Stappenback, Gadsden State, as vice chairperson.



AJCCA On The Move

Farmer Is Published

Mrs. Catherine Dobson Farmer, English instructor at Wallace State Community College in Hanceville, recently has received notification that a critical essay she wrote will be published in a book entitled *Women in Western American Literature*. Mrs. Farmer's essay is entitled "The Paradoxical Combination of Norse Mythological and Judeo-Christian Elements in Rolvaag's *Giants in the Earth*" and is a revised version of an address she presented at the national convention of the Western American Literature Association in St. Louis, Missouri, during October 1980.

Mrs. Farmer has been a faculty member at Wallace State in Hanceville since 1975, and she is married to Harold Farmer, a math instructor at Wallace State. A native of Birmingham, Mrs. Farmer is a graduate of Hewitt-Trussville High School, Jefferson State Junior College, Jacksonville State University, and has completed all required course work for a Ph.D. in English from Auburn University. Other publications of Mrs. Farmer include articles in *International Fiction Review* and *Contemporary Literary Criticism*.



Catherine Dobson Farmer, English instructor, Wallace State Community College, Hanceville

WILSON RECEIVES STATE AWARD

Linda Wilson, director, Enterprise State Junior College Career Development Center, recently received an award for her outstanding contributions to vocational education program improvement in Alabama. Presented by the New and Related Services Section of the Alabama Vocational Association, the award is given annually at the vocational teachers banquet. Ms. Wilson is the first two-year college faculty member to receive the vocational award.

PRESIDENT JUDY MERRITT SERVES ON "STUDENT OF THE 80s" PANEL

Dr. Judy Merritt, President of Jefferson State Junior College, served as a panelist for a University of Alabama sponsored event entitled "Student of the 80s." Held as a part of the University's Sesquicentennial Celebration, the workshop was designed to be of aid to student personnel professionals and students in the state's colleges and universities. Dr. Merritt spoke concerning the future of the student and student affairs within junior and community colleges.



B. A. Forrester, president, Enterprise State Junior College, shown congratulating Linda Wilson, director, ESJC Career Development Center, on her award.

College News and Notes

Medical Laboratory Technician Program Accredited

Dr. Nathan Hodges, President of George C. Wallace State Community College, Dothan, has announced that the school's Medical Laboratory Technician program has received accreditation from the National Accrediting Agency for Clinical Laboratory Sciences.

The two-year course at Wallace began in 1977. Since its inception, 25 graduates have passed the Board of Registry examination, the most recent class ranking first in the nation among students who were similarly tested.

Instructors for the program are Mrs. Jean Jones and Mrs. Sylvia Norton. The program includes a year of academic preparation and a year of clinical experiences completed through the Southeast Alabama Medical Center.

NEWS AND NOTES ABOUT STUDENTS

CALHOUN SPEECH TEAM MEMBER A NATIONAL WINNER

Mark Sellers, a sophomore at John C. Calhoun State Community College, brought home a first place trophy from the Phi Rho Pi National Championship Speech Contest held in Sacramento, California. Sellers won first place in prose reading from a field of 156 contestants representing 80 colleges from across the nation.

According to Calhoun's speech team sponsor, Ricky Gordon, Calhoun was the only team from any of the southern states to capture a first place in the national contest. Gordon accompanied Sellers and Carol Coffey, another Calhoun student, to the tournament after the members of the Calhoun speech team had raised enough money to cover the expenses involved in the week-long meet.

For his accomplishments, Sellers was invited by Calhoun President James Chasteen to present a speech to the State Board of Education in Montgomery. The State Board then passed a resolution enumerating Sellers' honors and presented the resolution to him at the May Board meeting. As a part of his presentation, Sellers lauded his educational experiences at Calhoun and expressed his appreciation for the opportunities afforded students by the state's junior, technical, and community colleges.



Mark Sellers (left) is shown with Calhoun speech team coach Ricky Gordon during a recent State Board of Education meeting.

JEFFERSON STATE DEBATERS PLACE HIGH IN ANNUAL SPEECH TOURNAMENT



Dr. Judy Merritt, President of Jefferson State Junior College, chats with state visitors at the Phi Rho Pi Regional Forensic and Debate Championships.

Members of the Jefferson State's debate team recently took top honors at the annual Phi Rho Pi Regional Forensic and Debate Championships. Eleven junior colleges from Alabama, Mississippi, Florida, and Tennessee competed in the tournament which was hosted by Jefferson State. Santa Fe Community College of Gainesville, Florida, won first place in the overall sweepstakes, Pensacola Junior College won second place, and Jefferson State won third place.

Two of the JSJC's team members, Beth Shriver and Allen Rejonis, were among the six leading speakers at the tournament. Team coaches for the Jefferson State debate team are Ms. Carol Bullock and Robert Renshaw, both of whom are members of the Language Arts faculty.

JEFF STATE SCHOLAR'S BOWL TEAM WINS

The Jefferson State Junior College Phi Theta Kappa Scholar's team won first place in the University of Alabama at Birmingham statewide Junior College Scholar's Bowl Tournament. The winning team members, consisting of team captain Claudia McNeeley, Cathy Vedder, Jack Epperson, and Zachary Foulk, won full year's tuition and fee scholarships to the University of Alabama in Birmingham.

SHELTON STATE COED MODELS FOR EBONY

Shelton State Junior College announced that former student Rosalind Connor has been selected by *Ebony* magazine, Chicago, IL, as one of their touring models for the Ebony Fashion Fair. Ms. Connor leaves September 1 for *Ebony* where she will tour various cities across the United States for the next six months. She was selected from a group of 40 girls from across the country who were flown to Chicago in June to participate in a search for new faces to represent the magazine.

In making the announcement, Tom Umphrey, Dean of Special Programs at Shelton State, said, "We are indeed happy and proud of Rosalind for all her accomplishments. She has served as a wonderful ambassador for the school, and we wish her well in her new endeavor."

Connor was selected Miss Shelton State in the local pageant last spring and went on to represent the school and become the first black to participate in the Miss Alabama Pageant in over a decade.

While at Shelton State, Connor was a nominee for the Leo Sumner award in 1981 and was a member of the Afro-American Cultural Association at the college. Connor was honored by the college at a reception in her honor.



VICA NATIONAL SKILLS OLYMPICS WINNER



Steve Moquin, Calhoun vocational/technical student, is shown displaying his gold medal to instructor Thomas (Mac) Snipes while President James Chasteen (center), Dr. Thomas McLeod, Dean of the Technical College Division (second from right), and VICA Club sponsor Hoyt (Buster) Williamson (right) look on.

Mr. Steve Moquin of Huntsville won a gold medal in the 1981 National Skills Olympics sponsored by the Vocational Industrial Clubs of America. He represented John C. Calhoun State Community College in the Air Conditioning and Refrigeration competition, winning, in addition to the medal, \$1,000 in equipment.

Remember!
AGCCA Convention '82
B'ham
April 15-16



**AJCCA wishes to all its membership a happy and
productive academic year 1981-82.**

John C. Calhoun State Community College
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